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ABSTRACT

The publication's purpose is to suggest procedures and activities for implementing the accommodation phase career education objectives for the Iowa demonstration project. The document is a reference for teachers at the intermediate level and is intended for use in planning classroom activities to meet career education objectives and the needs of students and community. Described are the procedures used by teachers in developing these activities and the steps involved in the development of the career education objectives. Also briefly outlined are suggestions for teachers and career education objectives for three areas of activities: self concept, the world of work, and self and the world of work. The main body of the document (40 pages) presents sample activities organized according to career education objectives, instructional objectives, activities, resource materials, and evaluations. (BP)

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Models for Career Education in Iowa

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IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

ACCOMMODATION PHASE

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Models for Career Education in Iowa

IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

ACCOMMODATION PHASE

CONDUCTED UNDER RESEARCH AND EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1974

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PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

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State Superintendent of
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ACKNOWLEDGMENTS

The curriculum process and example activities described in this publication are based on experiences encountered by teachers who participated in the exemplary project, "Models for Career Education in Iowa." Much credit is due personnel in the nine local schools who tested and validated these procedures and activities in their systems.

Appreciation is expressed for the assistance and contributions of project participants and staff in the development of this publication, which was compiled by

Mary E. Pritchard
Project Coordinator

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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INTRODUCTION

The purpose of this publication is to suggest procedures and activities for implementing Accommodation Phase objectives written for the project, "Models for Career Education in Iowa." The objectives and activities represent suggestions rather than an outline of a specific curriculum. They are intended to present ideas without inhibiting creativity and to avoid predispositions that a particular objective or activity is most appropriate for a certain subject area.

The activities described for the career education objectives are examples of how project teachers approached satisfying the career education objectives in their schools. This publication is a reference for teachers to use when planning their classroom activities to meet their career education objectives and the needs of their students and communities. It should not be assumed that, by implementing only the activities described in this publication, a school system will have integrated career education into its system.

The strategy for implementing career education employed and tested was that of infusion or integration into the curriculum. Career Education is seen as an added dimension of all aspects of the instructional program rather than a separate course or package. This strategy is based on a model of career education and objectives which define the career development process. A complete description of the model and a listing of the objectives can be found in the publication entitled, "Career Development Model and Explanation," which is one in the series of publications developed by the project, "Models for Career Education in Iowa." A listing of the Accommodation Phase objectives is included in the present publication.

The career education objectives are intended to focus on the learner rather than upon the performance of the activity or the direction of an activity by the teacher. The activity is seen as a means for accomplishing an end rather than as an end in itself.

Focus on the learner and achievement of the career education objective may present a new challenge to the teacher who is implementing career education concepts in the classroom. The purpose of this publication is to describe the process used for implementing career education objectives and to present suggestions for activities that can be used in the classroom or examples for a teacher in developing additional activities. Teacher participation in the process of developing career education activities, similar to those presented in this publication, is seen as an important requisite for implementing career education objectives.

Sample activities are provided for each curriculum-level career education objective. They represent a product of the process of developing

activities, provide examples of interpretations of each objective, and exemplify the use of levels of objectives in the classroom.

The activities described in this publication are presented using the following format:

CAREER EDUCATION OBJECTIVE: The program objective for each phase in the career development model is intended to give a general orientation to the more specific numbered curriculum-level career education objectives. The curriculum-level objectives are written comprehensively to allow for interpretation by individual teachers. Objectives relating to the self percept are designated as 1.00 consecutively, objectives relating to the world of work are designated as 2.00 consecutively, and objectives relating to self and the world-of-work are designated as 3.00 consecutively.

INSTRUCTIONAL OBJECTIVE: The instructional objectives are more specific than the career education objective and are oriented directly to the described activity. They were written by teachers to fulfill the needs of a particular student, class, or community. As presented, they may or may not be appropriate for use in another class situation.

ACTIVITY: This section of the format cites learning opportunities to be provided for students. The activity can take place in a few minutes, require several days, weeks, or the entire school year, or be a segment of a larger project. The activity relates directly to the career education curriculum-level objective and the corresponding instructional objective.

EVALUATION: The evaluation section contains procedures the teacher can follow to assess student achievement of the desired behavior as stated in the objectives. It should relate directly to the activity.

PROCEDURE EMPLOYED IN DEVELOPING ACTIVITIES

The following describes a procedure used by teachers when implementing career education objectives. For strategies employed in total implementation of the career education concept refer to the publication entitled, "Implementing Career Education in the School Curriculum," which is one in a series of publications developed in the project, "Models for Career Education in Iowa."

Essential to the implementation of objectives through activities is a conceptualization of the sources for objectives and the general curriculum process. Several schema for curriculum processes exist, but one found most helpful in this project was the one outlined by Dr. Ralph Tyler in his book, Basic Principles of Curriculum and Instruction. Dr. Tyler suggests student needs, societal needs, and subject matter specialists as three sources for objectives in the school curriculum. The objectives chosen by a school would be screened on the basis of the school philosophy and the psychology of learning. It is suggested that a school wishing to implement career education provide inservice opportunities in curriculum development for the professional staff.

Approaches to Writing Activities

Participating teachers identified two approaches for writing of activities. One approach was to develop a project oriented toward a program-level objective or philosophy. Another approach was to select a specific objective and develop a series of activities that would lead to the fulfillment of that objective.

The first approach is one with which teachers may be most familiar due to their experiences in planning units and special class projects. The project is planned to meet the program-level objective and then the teacher relates sections of the activity to curriculum-level objectives. An example of this procedure might be the development of an activity to meet the program-level objective:

> During the accommodation phase, the learner continues to develop self-awareness.

A project for this objective might be the use of a "Parent of the Week" program throughout the class year. The parents of each student in the class would be the focus of special activities in the classroom during the designated week.

After deciding on the project, the teacher can select specific activities that would relate to the curriculum-level objectives. For exam-

ple, a discussion of the family as an institution influencing the individual might relate to the curriculum level objective:

> 1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.

Other segments of the project would relate to other curriculum-level objectives.

A second approach involves writing a series of activities oriented toward curriculum- and instructional-level objectives. With this approach, the planning process begins with selection of a curriculum-level objective to serve as the focus for activities. The teacher then "brainstorms" for activities that might lead to student achievement of that objective. Sources of ideas might be curriculum guides, textbooks, other teachers, students, or publications such as this one. An example of this process might be developing activities that relate to the objective:

> 1.1 Analyzes present interests as a basis for development of new interests.

Several activities might be developed, for example, show and tell about a hobby or collection brought to the classroom; select and carryout an individual craft project; or read material of the student's own choice according to interests. The latter approach is frequently employed by teachers who are accustomed to developing an activity from an objective and is the approach described in this publication.

Steps in Developing the Activities

Seven steps are outlined in the process of developing activities that relate to the career education objectives. The steps are described in a sequence that is logical, but not necessarily the order of actual development. It is recognized that some of the steps may occur simultaneously or that some recycling may be necessary as the description of the activity proceeds. The activities presented in this publication are examples of the product of this process.

The first step is to become familiar with the broad program-level objective. Familiarity with the general orientation of the objectives will provide a frame of reference for the succeeding steps.

Familiarity with the curriculum-level career education objectives and selection of one or more that might be accomplished in the classroom is the second step. In the third step, an instructional objective is written to state behavior that the activity is expected to achieve in

the student. Both levels of objectives should include both a statement of desired cognitive, affective, or psychomotor behavior and the content to which the objective is oriented. The latter level of objective is stated in more specific terms than the former and reflects individual student and local school needs as well as individual teacher and local school philosophies. It should be stated in terms of desired learner behavior, but concern for specific performance wording in terms of criteria is not essential or necessarily desired.

The next step is the description of the activity which would aid the student in achieving the objectives. An activity or a segment of a project may be described. Some teachers have found it easier to write the activity and then refine the instructional objective so that both are consistent and clearly stated.

The fifth step is deciding where and how the activity or project can be integrated into a course or unit in the school curriculum. One activity or project may relate to several areas of the curriculum. Such an interdisciplinary approach to career education may facilitate retention and transfer of learning, as well as increase student motivation because the subject acquired greater relevance for the student.

A section on integration is not included in the present publication because this is a matter which must be determined in each individual school. A teacher wishing to integrate career education into the curriculum would examine both the curriculum objectives for each course taught and the career education objectives. Design and selection of instructional objectives and activities could then be accomplished.

The sixth step is to state the resource materials that will be used in the activity. An attempt has been made to provide information so that materials can be obtained.

Development of a formal and/or informal means of evaluation is the seventh step. The evaluation procedure should relate directly to the curriculum and instructional-level objectives that provide guidance for the activity and should include how the teacher will assess student achievement. Evaluation suggestions for the activities given in this publication are oriented toward assessment of the class as a group, but it is recognized that teachers may wish to plan techniques for assessing individual students and emphasize individual differences through conferences.

Evaluation is viewed as an essential component of the teaching-learning process. Only through evaluation can the teacher determine whether the objective has been accomplished and whether auxiliary learning opportunities need to be provided for some or all of the students in the class.

SUGGESTIONS FOR USING THIS PUBLICATION

For maximum use of the materials presented in this publication, it is suggested that several procedures be used in the local school. Teachers could

1. seek professional growth opportunities in the areas of career education philosophy, curriculum development, evaluation, and self- and world-of-work concept awareness.

2. develop activities following the procedures outlined in this publication. Participation in this process will make the activities more meaningful and easier to integrate into instruction.

3. work together in small groups in developing objectives and activities.

4. share ideas for activities with industry and the business community.

5. use other publications developed for the project, "Models for Career Education in Iowa," which are available from the Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

CAREER EDUCATION OBJECTIVES

Accommodation Phase - Intermediate Level

Program Objective:

During the accommodation phase, the learner continues to develop self-awareness and awareness of the world-of-work. The learner also begins to relate or fuse own self perception with own comprehension of the world-of-work.

Self Concept

1.00 The learner recognizes interactions with others and increasing knowledge and skills as continually influencing own self concept.

- 1.1 Analyzes present interests as a basis for development of new interests.
- 1.2 Recognizes own developing mental and creative abilities in terms of an evolving life style.
- 1.3 Recognizes physical abilities.
- 1.4 Becomes aware of future goal possibilities.
- 1.5 Appraises feelings toward self, peers, adults, and near environment.
- 1.6 Appraises other's perception of self.
  - 1.6.1 Copes with praise and criticism from adults and peers in a positive manner.
- 1.7 Recognizes variations in attributes of self, peers, and adults.
- 1.8 Relates successfully with various peer groups.
- 1.9 Investigates the similarities and differences between values in diverse cultures.
  - 1.9.1 Recognizes that all cultures are to be respected.
  - 1.9.2 Recognizes that what is considered acceptable behavior in one culture may be considered anti-social in another.
- 1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.
- 1.11 Recognizes and performs appropriate behaviors for the community setting.
- 1.12 Recognizes personal modes of learning, management, action, operation.
- 1.13 Acquires experience in making decisions and accepting the consequences of the decisions.

Accommodation Phase

World-of-Work

2.00 The learner recognizes the specific behaviors and the socio-economic aspects of the world-of-work.

2.1 Expands the concept of work to include paid and unpaid work.

2.2 Recognizes that occupational areas have different levels of responsibility.

2.3 Comprehends that a wide variety of occupations exist.

2.3.1 Fantasizes work roles which could lead to desired life styles.

2.3.2 Observes qualities desirable for various occupations.

2.4 Comprehends the similarities and relatedness of occupations.

2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.

2.6 Recognizes that various rewards may come from work.

2.7 Recognizes the contributions of work to a functioning society.

2.8 Investigates the economic factors which influence the life of the individual in the world of work.

2.8.1 Describes the flow of money in the economic system.

2.8.2 Compares the effects of supply and demand factors in the labor market in job availability, pay, and work roles.

2.8.3 Recognizes that pay varies in the world of work.

2.8.3.1 Describes how income varies with career type and level.

2.8.3.2 Correlates compensation with geographical areas.

2.8.3.3 Recognizes that greater competencies generally increase pay (training, experience, knowledge).

2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural).

2.9 Recognizes the relationship between the world of work and the educational setting (family, community, school).

Accommodation Phase

Self and the World-of-Work

3.00 The learner examines own self concept in relation to selected occupations.

- 3.1 Relates personal aptitudes to various related careers.
- 3.2 Chooses activities which will utilize personal interests and abilities in making contributions to school and community.
  - 3.2.1 Identifies opportunities afforded through school programs.
  - 3.2.2 Identifies opportunities afforded through community activites.
  - 3.2.3 Uses the decision-making process in choosing projects commensurate with own abilities and interests.
- 3.3 Describes the personal growth and rewards of work and/or leisure.
  - 3.3.1 Recognizes that personal statisfactions may come from work.
  - 3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being.
  - 3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and/or leisure.
  - 3.3.4 Expresses the personal value that is received from creative work and/or leisure.
  - 3.3.5 Acknowledges that social recognition may be related to work.
  - 3.3.6 Recognizes that personal satisfaction results from work that is interesting to the individual.
  - 3.3.7 Recognizes that monetary rewards may come from work.
- 3.4 Relates life styles to work roles.
  - 3.4.1 Describes a life style.
  - 3.4.2 Realizes that monetary rewards affect life styles.
  - 3.4.3 Realizes that work hours affect life styles.
  - 3.4.4 Considers that personal needs affect life styles.
  - 3.4.5 Recognizes that occupations and their resulting life styles may affect physical and mental health.

SELF CONCEPT ACTIVITIES

Accommodation Phase

CAREER EDUCATION OBJECTIVE:

1.1 Analyzes present interests as a basis for development of new interests.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes areas for developing new interests related to the history of the English language.

ACTIVITY:

During a study of the history of the English language, students select an aspect of the subject for detailed study. Each student will share the study with the class through some effective media. This can be done through art and drama or by use of audio-visual aids such as records, film-strips, and maps and charts shown on the overhead projector. It could entail a written report about hieroglyphics, Egyptian Pyramids, or the "Rosetta Stone." Word lists giving examples of borrowed words or newly coined words could be shown on the overhead. Original skits such as, "William Coxton Speaks" or "Samuel Johnson Returns," could be given as culminating experiences. Numerous art projects such as posters, mobiles, dioramas, scrapbooks and murals may be made to illustrate the history of the English language. The wide variety of techniques and subjects involved in this project allows students to pursue present interests and explore new interests.

RESOURCE MATERIALS:

Conlin, Fillmen, LeFrourt, and Thompson. Our Language Today, Book ' New York: American Book Company, 1971.

EVALUATION:

Did students find and describe a new area of interest through this project?

* * * *

CAREER EDUCATION OBJECTIVE:
1.1 continued

* * * *

INSTRUCTIONAL OBJECTIVE:
Demonstrates willingness to explore new interests.

ACTIVITY:
A MINI-COURSE enrichment program is held three times during the school year. The courses are held daily for one week and are led by teachers.

Prior to MINI-COURSE WEEK, students are presented with a list of topics chosen by the teachers. Students may then add reasonable interests to the course list for consideration. A final list is compiled and students select three choices from which one course will be taken. So that students will base selection on interest alone, they will not be told who will teach the course.

The teachers then compile the list of students for each course, attempting to provide an equal distribution of students between courses. Possible topics for the mini-courses might include arts and crafts projects, nature studies, or hobbies such as stamp collecting. At the culmination of each mini-course, students will discuss the new interests they have developed.

EVALUATION:
Teacher evaluation of discussion. Were students willing to participate in new activities?

CAREER EDUCATION OBJECTIVE:
1.2 Recognizes own developing mental and creative abilities in terms of an evolving life style.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes that there are pros and cons to any issue.

ACTIVITY:
Read the story, "Traveling the Underground Railroad." Students divide into groups to discuss Harriet Tubman's work with the Underground Railroad. One group should support her viewpoint of people who believe that slavery is unjust; the other groups support the viewpoints of the slaveholders and the law enforcement people.

RESOURCE MATERIALS:
Fay and Anderson. Young America Reader, Level 13. Pasadena, California: Lyons and Carnahan, 1972.

EVALUATION:
Students express recognition of the need to look at both sides of an issue and decide for themselves.

CAREER EDUCATION OBJECTIVE:
1.3 Recognizes physical abilities.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes the role of physical abilities in daily functioning.

ACTIVITY:
Before activity commences, have each child think of one physical handicap which he/she will experience. Examples might be: deafness, blindness, loss of fingers, hands, or arms, etc. Simulate blindness by blindfold, deafness by ear plugs, loss of arm by tying in sling, etc. Then plan normal routine activities for children to perform while incapacitated by the handicap. This activity may continue for 1/2 hour or 1/2 day, however long you feel the children can handle it.

If a blind or deaf or other handicapped person who copes well with his situation is available, have that person visit the class to show that physical disabilities are not the end of a person's potential. Another possible resource person would be an employer of the handicapped.

RESOURCE MATERIALS:
Richmond, Pounds, Fricke, and Sussdorf. Health & Growth, Book 5. Glenview, Illinois: Scott, Foresman and Co., 1971.

EVALUATION:
Student recognition of functional importance of physical abilities and adjustment that can be made in absence of full abilities, as expressed in class discussions.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes physical growth may relate to physical abilities.

ACTIVITY:
Throughout the year height and weight records are made for each individual in the class. Each student will note his/her growth rate. Student discussion of new activities in which they can participate due to increased height, weight, or strength.

EVALUATION:
Teacher observation of new abilities cited in student discussion.

CAREER EDUCATION OBJECTIVE:
1.4 Becomes aware of future goal possibilities.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes that goal setting may help one determine his own future.

ACTIVITY:
"Today is the first day of the rest of my life." Each student sets a goal to be accomplished in a day. The goals can be written on sticky tape and placed on the blackboard. As a student accomplishes his/her goal the tape can be taken down.

Class discussion of the goals achieved. If a goal was not accomplished, what was the cause or reason?

Students discuss the influence that the goal had on the way they worked that day. Class discussion of goals that they might set in the future.

Students write papers or find pictures of a historical situation or personality that exemplifies the use of goal setting or lack of goal setting. Did the goal extend man's ability to determine his own future?

EVALUATION:
Teacher's evaluation of papers or pictures in terms of recognition of the progress which may be attained by goal setting.

CAREER EDUCATION OBJECTIVE:

1.5 Appraises feelings toward self, peers, adults, and near environment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Expresses feelings toward himself.

ACTIVITY:

Each child cuts up magazines using pictures and titles he feels represent him. These might include activities in which the child participates, or information about his family, house, school, community. Students make collages from the pictures. The collages are put on a bulletin board entitled "A New You Coming."

EVALUATION:

Evaluation of collages for demonstration of expressed feelings. Teacher may want to discuss the collages with individual students.

CAREER EDUCATION OBJECTIVE:
1.6 Appraises other's perception of self.

* * * *

CAREER EDUCATION OBJECTIVE:
1.6.1 Copes with praise and criticism from adults and peers in a positive manner.

* * * *

INSTRUCTIONAL OBJECTIVE:
Students able to give and receive praise and criticism from peers.

ACTIVITY:
The class is divided into discussion groups of six students each. From a list of topics each group selects a topic for discussion. Each child then talks approximately 1 1/2 minutes on the topic. As each child speaks, other group members listen carefully for positive aspects of the speech. The comments are written on slips of paper.

After all members of the group have spoken, each person then reads what they have written about each of the speakers. After all remarks have been read, group members are given the comments made about their speeches. Each child now has all of the positive comments made about himself.

The activity is then repeated at a later time using constructive criticisms in addition to positive remarks. It may be used for class reports, note taking, role play and presenting plays.

EVALUATION:
Teacher evaluation of types of comments--Are they positive? Negative?
Teacher evaluation of student reaction to praise and criticism. Results of the evaluation might indicate further class activities or individual assistance.

CAREER EDUCATION OBJECTIVE:

1.7 Recognizes variations in attributes of self, peers, and adults.

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INSTRUCTIONAL OBJECTIVE:

Realizes that man has needs that must be met and these needs may vary with the individual.

ACTIVITY:

The class viewed a film, "People Are Different and Alike," which describes man's basic needs. These needs were listed on the chalkboard as physical needs and cultural needs. The class then discussed the returning P.O.W.'s and check the list for those basic needs the prisoners lacked. This film was chosen because it stressed work as one of man's needs for happiness. Work was the basic need missed by the P.O.W.'s.

RESOURCE MATERIALS:

"People Are Different and Alike." Film available from University of Nebraska Instructional Media Center, Lincoln, Nebraska.

EVALUATION:

Chalkboard check list and class discussion expressing recognition of consequences of unsatisfied basic needs.

CAREER EDUCATION OBJECTIVE:
1.8 Relates successfully with various peer groups.

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INSTRUCTIONAL OBJECTIVE:
To learn meaning of euphemisms and how they may improve interpersonal relations.

ACTIVITY:
After the children learn the meaning of euphemisms they can match up the beginning list given in the textbook. Each child receives ten points for a correct association used such as "dentures" for "false teeth" or "pass away" for "die." For a later assignment, divide the class into groups and each group makes up their own list of euphemisms to challenge other groups.

Discuss the reason why euphemisms are used. Stress the feelings associated with the use or lack of use of euphemisms.

Have each child write five or more euphemisms he has become acquainted with and the person who might use each. Discuss the feelings associated with each.

RESOURCE MATERIALS:
"Let's Play Lingo." In Conlin, Fillmen, Lefrount, and Thompson. Our Language Today, Book 5. New York: American Book Company, 1971, p. 327.

EVALUATION:
Teacher evaluation of lists and class discussion.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that one can grow in personal relationships.

ACTIVITY:
View the film, "Values - Being Friends." This film has a discussion time built in. As the film and record proceed, the students watch a situation then the film asks what would you do and gives students the chance to tell their ideas.

Stress that as we grow physically, we also must try to grow in personal habits and values.

RESOURCE MATERIALS:
"How Do You Grow?" In Richmond, Pounds, Fricke, and Sussdorf. Health & Growth, Book 4. Glenview, Illinois: Scott, Foresman and Co., 1971.
"Values, Being Friends." Film available from University of Nebraska Instructional Media Center, Lincoln, Nebraska.

EVALUATION:
Teacher observation of discussion for student recognition of growth in personal relationships.

CAREER EDUCATION OBJECTIVE:

1.9 Investigates the similarities and differences between values in diverse cultures.

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INSTRUCTIONAL OBJECTIVE:

Recognizes values held by our culture.

ACTIVITY:

Ask students to think of several well-known persons, preferably historical figures whom they consider "good" and to mention a characteristic or accomplishment of each that proves him "good." List the characteristics on the chalkboard. Students then determine which of our cultural values is reflected by each accomplishment or characteristic.

EVALUATION:

Teacher observation of class discussion about cultures for recognition and expression of values.

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INSTRUCTIONAL OBJECTIVE:

Acquires knowledge and respect for the martial arts and their place in the culture of Japan.

ACTIVITY:

Lecture and demonstration by a high school boy trained in the arts judo and karate. His lecture stresses the need for appreciation of the philosophy and the culture of Japan before demonstrating skills. Class questions followed the demonstration. Class discussion of ways the values exemplified by the martial arts vary from values in our society. Stress that respect is due all cultures.

RESOURCE MATERIALS:

The New World and Eurasian Cultures. In Human Adventure Series. New York: Allyn and Bacon, 1971.

EVALUATION:

Teacher evaluation of class discussion for respect for the Japanese culture.

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CAREER EDUCATION OBJECTIVE
1.9 continued

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CAREER EDUCATION OBJECTIVE:
1.9.1 Recognizes that all cultures are to be respected.

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INSTRUCTIONAL OBJECTIVE:
Realizes that people from other countries and faiths have diverse ways of observing holidays.

ACTIVITY:
The class was divided into committees to study holiday observances in foreign countries. Each committee chose a country. They found a custom or holiday observance of that country to present to the class. For example students

presented skits,
sang traditional carols,
sampled traditional foods,
played games,
viewed film strips,
read stories and poems.

The children practiced map skills, research methods, and communication skills in preparing their presentation. After each presentation, a written report of the custom was added to an operational bulletin board.

RESOURCE MATERIALS:
"Story of Hanukkah and Christmas." (Filmstrip). Chicago: Society for Visual Education.
"Rural Festivals in Mexico." (Filmstrip). Bailey Films.

EVALUATION:
Evaluation of presentation for student awareness of holiday observances in other cultures.

CAREER EDUCATION OBJECTIVE:

1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.

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INSTRUCTIONAL OBJECTIVE

Recognizes the need for listening skills.

ACTIVITY:

Class newscast, in which groups of eight or less class members take turns in preparing the newscast. Remaining class members act as the audience. Each child in the newscast group prepares a short talk dealing with personal happenings which he wishes to share with classmates. Each child in turn, takes his place behind the microphone and gives his newscast. The presentations may be placed on video tape so children can see themselves on television.

The listeners are prepared to answer questions asked by newscaster as: Who went? When did they go? Discuss occasions when the listening skills might be important in later life.

RESOURCE MATERIALS:

Conlin, Fillmen, Lefcourt, and Thompson. Our Language Today, Book 5. New York: America Book Company, 1971. Chapter II, pp. 27-29.

EVALUATION:

Instructor evaluates answers to newscaster questions for correct answers.

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INSTRUCTIONAL OBJECTIVE

Recognizes occasions when legible writing and proper addressing of envelopes may be important.

ACTIVITY:

Visit the post office in conjunction with a letter writing unit. Our tour guide explains the importance of addressing letters correctly, writing legibility, and including a return address on envelope and zip code written on the envelope.

The problems created by improperly addressed letters are discussed by the tour guide. The "dead letter" office is mentioned.

Students write letters and mail them.

RESOURCE MATERIALS:

Conlin, Fillmen, Lefcourt, and Thompson. Our Language Today, Book 5. New York: America Book Company, 1971.

EVALUATION:

Evaluation of letters written by students.

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CAREER EDUCATION OBJECTIVE:
1.10 continued

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INSTRUCTIONAL OBJECTIVE:
Becomes aware of the importance of basic math in everyday living.

ACTIVITY:
View the film, "Donald in Mathmagic Land," which describes the ways that basic mathematics is used in architecture, sports and other phases of life. Discuss ways that mathematics is used in our daily lives, such as in playing games, buying items in the store, or making crafts.

RESOURCE MATERIALS:
"Donald in Mathmagic Land." Film available from University of Nebraska Instructional Media Center, Lincoln, Nebraska. (Disney, 26 min., color.)

EVALUATION:
Teacher evaluation of class discussion for understanding of concept.

CAREER EDUCATION OBJECTIVE:

1.11 Recognizes and performs appropriate behaviors for the community setting.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the need for a system for handling societal problems.

ACTIVITY:

At some point in the year when discipline problems occur, discuss ways that society handles similar types of problems. The discussion usually leads to policemen and the judicial system. Establish a student-run system of controls in the classroom. A judge, jury, defense attorney, prosecuting attorney, chief of police, and patrolmen are elected by class members. The chief of police has the power to appoint secret patrolmen. On-the-spot arrests and ticketing result from violations. A trial date is set, and the lawyers state their cases. The jury decides on a verdict, and sentence is imposed if guilt is decided. Probation officers are appointed by the court to see that sentences are carried out.

This is an easy way of first exposing children to our complicated judicial system. Television experience gives them a foundation for the process, but many misconceptions are cleared up in the actual "doing." Plan to terminate the project just at the peak of interest. It does not work perpetually.

EVALUATION:

Teacher observation of student's conduct of a judicial system for understanding of the process.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the importance of manners in our society.

ACTIVITY:

Divide the children into pairs. Let each pair dramatize a situation where they will need to use "Please and thank you" expressions. Emphasize that some people have a more favorable attitude toward polite children.

Have the children dramatize appropriate actions in situations such as: stepping on another's foot, walking in front of someone, interrupting someone talking, bumping into another, etc. Stress consideration for other people and their feelings.

Make posters which can be placed throughout the school to remind other children to be polite.

Class discussion of the importance of good manners. Stress the fact that good manners are actually consideration for others. What would happen if people weren't considerate of others?

EVALUATION:

Teacher observation of students' ability to transfer what they have learned into everyday life, and to put themselves in another person's role.

CAREER EDUCATION OBJECTIVE:
1.12 Recognizes personal modes of learning, management, action, operation.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that learning occurs through vision and experimentation.

ACTIVITY:
Pair students to do the Bausch and Lomb vision experiments. One person in pair is the leader who studies each activity card and then takes the partner through the eleven activities. After all pairs have completed the experiments, each reports on how information was gained. Stress the learning that can occur through the visual sense and through experimentation.

RESOURCE MATERIALS:
Bausch and Lomb. "Seeing is Believing." Vision experiments and instructional materials. Copyright 1970.

EVALUATION:
Teacher evaluation of class reports for statement of how information was obtained.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that one can learn by teaching others.

ACTIVITY:
As a part of a teacher-student contract, small groups of students become "teachers" of their own units in social studies. They are allowed to use their own methods: films, games, quizzes, study sheets, reviews, test, etc. Students handle discipline where necessary, unless a severe situation arises; with the teacher's assistance, students order supplies and duplicate needed materials. They check the students' work and record scores in my grade book in "designated" columns which I can use as I see fit. Activity followed by a discussion of learning achieved through the activity. Who learned more--the students or the "teacher"?

EVALUATION:
Teacher-student teacher conference should reveal learning and ways to improve methods. Class interest easily shows strengths and weaknesses of "teacher."

CAREER EDUCATION OBJECTIVE

1.13 Acquires experience in making decisions and accepting the consequences of the decisions.

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INSTRUCTIONAL OBJECTIVE:

Recognizes decision-making may require a compromise.

ACTIVITY:

Each child was given a copy of the Identity Auction List and $2,000 points. The teacher served as an auctioneer and the children bid against each other for the items on the list, such as:

I've got to get away from home. (Price paid_____)
Leave me alone. (Price paid_____)
I want to travel all over the world. (Price paid_____)
I want to live my life among my own people in the place I know best. (Price paid_____)
I want to be a movie star. (Price paid_____)
Home is where you feel good. (Price paid_____)

RESOURCE MATERIALS:

Long, Barbara Ellis. "Identity Auction." Grade Teacher. November, 1971. pp. 56-58.

EVALUATION:

Student performance in class discussion. Did students have to compromise between two things they wanted, considering their limited resources?

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CAREER EDUCATION OBJECTIVE:
1.13 continued

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INSTRUCTIONAL OBJECTIVE:
Completes the steps in a decision-making process.

ACTIVITY:
"Egg dropping" contest. Question - Considering the force of gravity, how can a raw egg be packaged to absorb the shock of impact so the egg will not break when dropped? The container is 1 gal. milk carton and any packing may be used inside of container. Nothing can be attached to the outside of the carton. Containers are dropped from a classroom window or other elevated point.

As technicians at Texas Space Center preparing an "Egg Astronaut," consider the yoke of the egg as the astronaut, the white of egg the intransit atmosphere, the shell of the egg as the space suit, and the 1 gal. milk carton as the space ship. Weigh in the containers and contents. Does weight affect the force of impact? Does weight affect the rate of fall? Each child keeps records if his astronaut landed safely (whole) or was killed (broke).

Each child wears a badge showing a safe or unsafe landing.

RESOURCE MATERIALS:
Kristen and Wheeler. Elementary Science Study, Science 5. St. Louis: Webster Division, McGraw-Hill, 1968.

EVALUATION:
Teacher observation of students during exercise. Discuss the exercise and present students with a hypothetical situation about which they will have to make a decision. Depending upon student performance, the activity may need to be repeated.

WORLD-OF-WORK ACTIVITIES

Accommodation Phase

CAREER EDUCATION OBJECTIVE:
2.1 Expands the concept of work to include paid and unpaid work.

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INSTRUCTIONAL OBJECTIVE:
Comprehends the concept of volunteer work.

ACTIVITY:
Read the story, "The Good Neighbor," which describes volunteer work. Discuss the meaning of the word volunteer and volunteer workers. Ask a volunteer worker to speak to the class about the work that he/she does and the satisfaction received from doing the work. Stress that volunteer work can require a regular time commitment similar to a wage-earning job. Students discuss types of volunteer work in which they could engage.

RESOURCE MATERIALS:
"The Good Neighbor," Ventures, Glenview, Illinois: Scott Foresman & Company, 1972.

EVALUATION:
Student ability to state types of volunteer work they could do.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that the homemaker does work for which she/he may not receive wages.

ACTIVITY:
Students are assigned to follow their mothers for one day and record the types of activities done. Class members report back to the class the types of activities observed. A composite list is placed on the bulletin board. Discuss whether the activities can be classified as "work." Does work require that the individual receive wages? Do the students do "work" for which they are not paid?

EVALUATION:
Teacher observation during the discussion. Are the students aware of the concept of unpaid work? Can they cite examples of unpaid work they might do?

CAREER EDUCATION OBJECTIVE:

2.2 Recognizes that occupational areas have different levels of responsibility.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that some people within an organization do the hiring of other workers.

ACTIVITY:

A mock corporation is established in the classroom. Volunteers are chosen to form a board of directors.

The board of directors hires 5 children to act as personnel managers. The children are hired from children applying for this position. Work contracts are signed by the people hired. These work contracts will state the job description and money paid for the job.

The personnel men review the applications which have been handed in for the job of designer of the products. Five designers are hired by the board of directors. The designers who are hired must be approved by the board of directors.

EVALUATION:

Teacher assessment by observing student discussions held as the hiring process is carried out. Does the child understand that people are hired for a job from a larger group of people who have applied for that specific job? Does the child realize that everyone is not hired for a job he has applied?

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INSTRUCTIONAL OBJECTIVE:

Recognizes the levels of responsibility of occupations in a factory.

ACTIVITY:

Students tour a large factory where transmissions are made. Small groups of 20 or less students are introduced to the large factory by personnel representative. Actual floor foremen conduct guided tours explaining various processes and machines. Safety precautions are emphasized; all children must wear safety glasses. High heat tempering, logistics, accounting, and transportation are topics discussed. A question and answer period after the tour discusses questions concerning types of jobs, payroll procedures, opportunity for advancement through periodic re-evaluation, backlog of job applications, and the value of the plant to the community.

EVALUATION:

Student recognition of the levels of responsibility as evidenced by comments in a class discussion.

CAREER EDUCATION OBJECTIVE:
2.3 Comprehends that a wide variety of occupations exist.

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INSTRUCTIONAL OBJECTIVE:
Recognizes the number of people and occupations related to making a bus safe for them.

ACTIVITY:
Information about several occupations is included in the study of bus safety.

The study starts with the manufacturing of the school bus and continues through to time the children arrive at school, including such occupations as inspectors, school bus driver instructors, and many related jobs as people who make all the parts of the bus (as motor parts and tires) and insurance companies who insure the buses.

RESOURCE MATERIALS:
Transparency set on bus safety. Chicago: Society for Visual Education.

"Safety On Our School Bus." Film available from Grinnel Mutual Insurance Company.

EVALUATION:
Students make charts, posters, models, etc., of all the occupations related to bus safety.

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CAREER EDUCATION OBJECTIVE:
2.3.1 Fantasizes work roles which could lead to desired life styles

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Instructional Objective:
Realizes differences in work roles and their contributions to achieving different life styles

ACTIVITY:
Have each student describe in writing the kind of life style that he wishes he could live. After each student has completed his description, have him or her select an occupation that he feels would contribute to establishing the life style that he has described. He each student collect wearing apparel worn by workers in the occupations they have selected and tools used by these workers. Dressed in the wearing apparel, have each student describe before the class, the requirements (personal, social, and job skills) for successful employment in the occupations they selected and how the occupations would contribute to the life style they described earlier.

EVALUATION:
Teacher evaluations of the life style descriptions and presentations before the class.

CAREER EDUCATION OBJECTIVE:

2.3.2 Observes qualities desirable for various occupations

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INSTRUCTIONAL OBJECTIVE:

Recognizes careers that require courage.

ACTIVITY:

Read the story "Call It Courage," which is about the courage of a Polynesian boy. Discuss the concept courage and why it was necessary for the boy to acquire a degree of it to live with his people and be accepted. Do we need courage in our society? Extend the activity to include a list of jobs that require courage beyond the regular career; I.E., window washers on skyscrapers, lion tamers, etc. Stress that courage may vary with the individual in that an activity that requires courage for one person may not require courage for another.

RESOURCE MATERIALS:

Sperry, Armstrong. "Call It Courage." In On The Edge, 360 Reading Series, Book 12. Boston: Ginn and Company, 1970.

EVALUATION:

Student ability to state occupations requiring courage of some sort.

CAREER EDUCATION OBJECTIVE:

2.4 Comprehends the similarities and relatedness of occupations.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware of related jobs in the cultured pearl industry.

ACTIVITY:

During a study of Japan, show a series of slides dealing with cultured pearl formation and grading of pearls according to size, color, and shape. Discuss the work roles involved in pearl production such as: boatman, oyster diver, clam or grit inserter, rack person, oyster opener, pearl grader, pearl sorter, jeweler, seller, etc.

Why might a person wish to change his job position within the industry?

EVALUATION:

The child will be able to list six related jobs in the cultured pearl industry.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the related occupations necessary for the production of one item.

ACTIVITY:

Place a familiar manufactured object (cereal box, claw hammer, magazine) and a pad of paper on a table. Students individually study and list the different occupations involved in the development of the object. Transfer each listed occupation to a small piece of paper. Ask a group of students to arrange these in order from the inception of the idea for the product to the final uses. When this is completed, make a wall display to show the sequence in the fabrication of a product.

EVALUATION:

Student ability to summarize the sequence of occupations involved.

CAREER EDUCATION OBJECTIVE:

2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.

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INSTRUCTIONAL OBJECTIVE

Recognizes how advances in technology are changing the lives of the Mexican worker.

ACTIVITY:

View the film "Mexico In The 70's" which shows the contrast between rural and city living in Mexico today. Discuss the advances in Mexican technology in recent years, and how they are bringing changes in occupations and life style of the Mexican laborer. The film particularly emphasizes how the jobs of women have changed in recent years.

RESOURCE MATERIALS:

"Mexico In The 70's, Heritage and Progress." Film available from AREA XIII Resource Center, Treynor, Iowa.

EVALUATION:

Write a paragraph contrasting the life of the city worker with that of the ejido farmer, emphasizing the changes attributable to technology.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware that we live in a world of changes in technology to which we must adapt.

ACTIVITY:

Class tours the Bell Telephone Company in the local community. Students observe the electromagnets in operation and note the job changes because of modern technology. Tour aides discuss the role that electricity and technology play an important role in personnel adapting themselves to change in occupational duties. One example of change is the telephone operator. Another is the reduction in the number of staff members due to direct dialing and underground cables.

Children design a "telephone office of tomorrow" to imagine future changes that may come about due to changes in technology. The changes would include occupations created as well as made obsolete by technology.

EVALUATION:

Teacher evaluation of student appreciation of change by observing the process of designing a "telephone office of tomorrow."

CAREER EDUCATION OBJECTIVE:
2.6 Recognizes that various rewards may come from work.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that work can bring non-monetary rewards.

ACTIVITY:
Read the fable "The Grasshopper and the Ant" which deals with working to save for hardtimes. Hold class discussion of work the students do. During the discussion bring out the fact that different rewards come from work. Discuss the rewards whether they be money or just a good feeling.

RESOURCE MATERIALS:
The Robert English Series. New York: Harcourt, Brace and World, 1966. p. 84.

EVALUATION:
Teacher observation of discussion for concept of non-monetary rewards.

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INSTRUCTIONAL OBJECTIVE:
Recognizes the intangible rewards that may come from social work.

ACTIVITY:
Students individually read library books that tell stories of children from disadvantaged areas or who have problems. Class discussion of agencies in the community that could provide assistance to persons in similar situations. Have a social worker visit the class to describe her work and the intangible rewards that are received from helping people in trouble. Students then offer examples of situations where they have helped others and the feeling of gratification they have received.

RESOURCE MATERIALS:
Stolz, Mary. The Bully of Markamm Street. New York: Harper & Row, 1963.
Shotwell, Louisa. Roosevelt Grady. Cleveland: World Publishing Co., 1963.
Wier, Ester. The Loner. New York: David McKay Company, 1963.
Fitzpaugh, Louise. Harriet The Spy. Boston: Harper & Row, 1964.
Hunt, Irene. Up A Road Slowly. Chicago: Follett & Company, 1966.
George, Jean. My Side of the Mountain. New York: E. P. Dutton & Company, 1959.

EVALUATION:
Student ability to cite examples of instances where they received intangible rewards for work they have done.

CAREER EDUCATION OBJECTIVE:

2.7 Recognizes the contributions of work to a functioning society.

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INSTRUCTIONAL OBJECTIVE:

Recognizes society dependence on the occupation of fireman.

ACTIVITY:

Children are organized in groups to make a movie that illustrates the interdependence of man. Form committees and write script. The movie could show a sequence such as; house burning down, fire spreading to neighbors' homes, three houses burned to ground, neighbors meet and decide what to do about fire risks, people take up collections to buy fire engine and hire firemen, a house catches on fire, the firemen and fire engine put it out before any damage is done. Each job role serves a useful function which is important to society.

EVALUATION:

Evaluation of the movie for inclusion of the concept of dependence.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the role of telephone company workers in the functioning of the community.

ACTIVITY:

View the film, "We Learn About the Telephone," and practice correct telephone usage using the teletrainer kit. Tour the telephone company, especially noting all the functions of the telephone in the community. Discuss the problems that might occur if telephone systems malfunction or are inoperative.

RESOURCE MATERIALS:

"Meet Tallulah." Record in Our Language Today IV. Boston: American Book Company.

Exploring in English. River Forest, Illinois: Laidlaw Brothers, 1972. pp. 254-255.

"A Communications and Telephone Program." Teletrainer Kit. Available from Northwestern Bell District Office, Des Moines, Iowa

"We Learn About the Telephone." Film available from Area V, Fort Dodge, Iowa.

EVALUATION:

Teacher evaluation of discussion. Do students recognize problems that might occur without an operative telephone system?

CAREER EDUCATION OBJECTIVE:
2.8 Investigates the economic factors which influence the life of the individual in the world-of-work.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that the machinist's work is affected by economic factors.

ACTIVITY:
In conjunction with the discussion of industrial workers in Great Britain, view the film "The Industrial Worker." Invite a machinist to visit the classroom to show slides of machines used in the factory and explain their use. The machinist should stress the influence that economic factors have upon the need for his services and the availability of raw materials. Are there times when there is an increased or decreased need for machinists?

RESOURCE MATERIALS:
Learning to Look at Our World. Morristown, New Jersey: Silver Burdett, 1967. Chapter 12, pp. 256-260.
"The Industrial Worker." Film A-2437 EBE IJH, Area V Media Center, Fort Dodge, Iowa.

EVALUATION:
Students can state some economic influences affecting machinists.

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CAREER EDUCATION OBJECTIVE:
2.8.1 Describes the flow of money in our economic system.

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INSTRUCTIONAL OBJECTIVE:
Compares the value of the dollar between Europe and the United States.

ACTIVITY:
In the study of Europe and in keeping with current events, discuss the buying power of the dollar in Europe and the United States. Class members compute the value of the dollar in different European countries over a period of time. Does the price fluctuate? Why? The class should recognize the flow of money between nations and the changes in purchasing power.

RESOURCE MATERIALS:
"Exploring Europe" Units 9-12. Exploring the Old World. Chicago: Follett, 1967.
Newstime. New York: Scholastic Magazine, Inc.

EVALUATION:
Ability of students to establish a mock monetary exchange and describe the steps and reasons for decisions in establishing the exchange.

CAREER EDUCATION OBJECTIVE:
2.8 continued.

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CAREER EDUCATION OBJECTIVE:
2.8.2

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INSTRUCTIONAL OBJECTIVE:
Recognizes the influence of supply and demand in a specific company.

ACTIVITY:
As a phase in studying stocks and bonds, students would research a specific stock. (Preferably a company located in a nearby city or a company that produces an item with which the students can identify.) Students plot the daily fluctuations in the price of the stock and read newspapers to try to determine reasons for the fluctuations. The study would lead to student understanding of job availability, pay schedules and work roles and how they change with changes in supply and demand. How to these fluctuations change conditions for workers?

RESOURCE MATERIALS:
"Percents," Chapter 13. Elementary Mathematics 6. New York: Harcourt, Brace, & World, 1966.

EVALUATION:
Student ability to state the influence of supply and demand on a specific company and the workers within the company.

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CAREER EDUCATION OBJECTIVE:
2.8.3.1 Describes how income varies with career type and level

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INSTRUCTIONAL OBJECTIVE:
Identifies how incomes vary for occupations within a business.

ACTIVITY:
Have students select a business in the community that employs seven or more people. Invite the manager of the business to speak to the class and describe the different work roles of the people who work for him in the business. In his presentation have him share with the class the range in salaries paid for each work role that he describes.

EVALUATION:
Student reports on the highlights of the manager's talk and the students' perceptions of the range in salaries paid the workers in the business.

CAREER EDUCATION OBJECTIVE:
2.8 continued.

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CAREER EDUCATION OBJECTIVE:
2.8.3.2 Correlates compensation with geographical areas.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that salaries paid for similar work roles vary in different areas of the state and nation.

ACTIVITY:
Divide the class into four groups. Assign to each of the groups, an occupation that is common throughout the state and nation. Have each group write to the employment agency in Des Moines, Sioux City, Omaha, Chicago, Denver, New York, Atlanta, and San Francisco asking for average salaries paid persons employed in their area of the state and nation. Have each group compare the results of their inquiries with salaries being paid workers in the occupations assigned them in the local community. Have students develop a bulletin board display in the classroom showing their findings.

EVALUATION:
Teacher evaluation of leters written, bulletin board displays, and student participation in each of the groups.

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CAREER EDUCATION OBJECTIVE:
2.8.3.3 Recognizes that greater competencies generally increase pay

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INSTRUCTIONAL OBJECTIVE:
Recognizes that job advancement is associated with training, experience, and knowledge.

ACTIVITY:
Invite a person who holds the job of foreman to speak to the class. Have him describe how he became a foreman. Have him compare his yearly earnings from his job as foreman with the salary he received from his first position with the company.

EVALUATION:
Have students describe in writing how the resource person became a foreman and how and why his yearly earnings increased.

CAREER EDUCATION OBJECTIVE:
2.8 continued.

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CAREER EDUCATION OBJECTIVE:
2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural).

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INSTRUCTIONAL OBJECTIVE:
Recognizes changes in cultural roles of women.

ACTIVITY:
Class views the film, "Social Change and the American Woman," which presents the cultural roles of women from the Gibson ara to the present time. The film is shown in conjunction with suffrage movement in social studies. Class discusses the discrimination shown in the film and the implications of that discrimination in the world of work. Children then predict what role they see in future for the American woman.

RESOURCE MATERIALS:
"Social Change and the American Woman." Film available from Area XIII Resource Center, Treynor, Iowa.

EVALUATION:
Teacher observation of class discussion and predictions for the future regarding changing female roles.

CAREER EDUCATION OBJECTIVE:
2.9 Recognizes the relationship between the world-of-work and the educational setting (family, community, school).

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INSTRUCTIONAL OBJECTIVE:
Comprehends apprenticeship as a way of gaining skills for occupations.

ACTIVITY:
Read and listen to the play adaptation of the story "The Sorcerer's Apprentice." Read the story, "What Shall I Become?" Class discussion of apprenticeship. Class compiles a list of careers that use apprenticeship as a means of job entry.

RESOURCE MATERIALS:
"The Sorcerer's Apprentice" and record albums. Roberts English Series, Book 5. New York: Harcourt, Brace & World, Inc., 1966.
Wise, William. "What Shall I Become?" The New Basic Reader, Chicago: Scott, Foresmen, and Company, 1965.
"Jobs for which Apprenticeship Training Is Available." Available from U.S. Department of Labor, 911 Walnut Street, Kansas City, Missouri 64106.

EVALUATION:
Teacher evaluation of the list of occupations for apprenticeship factor.

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INSTRUCTIONAL OBJECTIVE:
Recognizes careers that utilize skills acquired in the study of mathematics.

ACTIVITY:
Throughout the year in mathematics class, students are introduced to careers that utilize mathematical skills. The textbook discusses many types of careers that utilize mathematical competencies as the skills are studied. It is hoped that student awareness of uses of such skills in occupations and everyday life will have increased motivation to develop competencies in mathematics.

RESOURCE MATERIALS:
Investigating School Mathematics. Menlo Park, California: Addison and Wesley, 1973.

EVALUATION:
In reviewing the mathematics units, teacher observation of recognition of careers requiring the skills.

SELF AND THE WORLD-OF-WORK ACTIVITIES

Accommodation Phase

CAREER EDUCATION OBJECTIVE:

3.1 Relates personal aptitudes to various related careers.

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INSTRUCTIONAL OBJECTIVE:

Relates personal aptitudes to careers in railroad work.

ACTIVITY:

Read poem and play record, "Casey Jones." Discuss occupations described in poem. Each child chooses one of the occupations and writes a story as he would see himself in that occupation: What would he do? What skills are necessary? Would he enjoy the job or not?

RESOURCE MATERIALS:

"Casey Jones." In Roberts English Series, Book 4. New York: Harcourt, Brace, & World, 1966.

EVALUATION:

Teacher evaluation of stories. Ability to see own self in a particular occupation. Ability to realize qualities necessary for a particular occupation in railroading.

CAREER EDUCATION OBJECTIVE:
3.2 Chooses activities which will utilize personal interests over abilities in making contributions to school and community.

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Career Education Objective:
3.2.1 Identifies opportunities afforded through school programs

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INSTRUCTIONAL OBJECTIVE
Becomes aware of how subjects studied in school are used by people in their work.

ACTIVITY:
Invite a plumber, farmer, store manager and doctor to visit with the class. Have each person share with the class how they use mathematics, language, science, etc. in their daily job activities. Have each student make a list of those topics mentioned by each worker that they have studied in school. At the conclusion of the activity, have each student describe verbally or in writing, the importance of the subjects they are studying in the work roles of the people in the community.

EVALUATION:
The extensiveness of the subject matter lists and student comprehension of the role of the subject matter the students are studying in the role of workers as stated in their oral or written reports.

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CAREER EDUCATION OBJECTIVE:
3.2.2 Identifies opportunities afforded through community activities.

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INSTRUCTIONAL OBJECTIVE:
Recognizes community programs in which he/she may wish to participate.

ACTIVITY:
Invite guest speakers to visit the classroom to acquaint students with activity programs in the community. Example programs are the Boy Scouts, Girl Scouts, 4-H clubs, FFA Chapters, or city park recreation programs. Students are given an opportunity to ask questions about activities that interest them. Conduct a follow-up discussion to allow students to think through the process of selecting an activity. Is it possible for a student to engage in all the activities?

EVALUATION:
Students select activity they would like to join, and write a descriptive paragraph or make a collage describing reasons for the choice.

CAREER EDUCATION OBJECTIVE:
3.2 Chooses activities which will utilize personal interests over abilities in making contributions to school and community.

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CAREER EDUCATION OBJECTIVE:
3.2.2 Identifies opportunities afforded through community activities.

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INSTRUCTIONAL OBJECTIVE:
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ACTIVITY:
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EVALUATION:
Students select activity they would like to join, and write a descriptive paragraph or make a collage describing reasons for the choice.

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CAREER EDUCATION OBJECTIVE:
3.2.3 Uses the decision-making process in choosing projects commensurate with own abilities and interests.

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INSTRUCTIONAL OBJECTIVE:
Selects assignments according to interests.

ACTIVITY:
Class discussion of the types of tasks necessary for the smooth operation of the classroom. The tasks are listed and want ads are placed on a bulletin board. Example tasks might be: lunch count and attendance, errand and office messenger, projectionist, phonograph operator, and room correspondent. Students are then given an opportunity to apply for the jobs by writing letters of application and interviewing for the job in which they are interested. Selection is made for each job and the student is trained. When fully trained and experienced, the individual can be used to train another student for second quarter and second semester. At the culmination of the activity, students are asked to select another project.

EVALUATION:
Student ability to select another project, stating basis of interest.

CAREER EDUCATION OBJECTIVE:
3.2 continued.

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CAREER EDUCATION OBJECTIVE:
3.2.3 Uses the decision-making process in choosing projects commensurate with own abilities and interests.

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INSTRUCTIONAL OBJECTIVE:
Selects assignments according to interests.

ACTIVITY:
Class discussion of the types of tasks necessary for the smooth operation of the classroom. The tasks are listed and want ads are placed on a bulletin board. Example tasks might be: lunch count and attendance, errand and office messenger, projectionist, phonograph operator, and room correspondent. Students are then given an opportunity to apply for the jobs by writing letters of application and interviewing for the job in which they are interested. Selection is made for each job and the student is trained. When fully trained and experienced, the individual can be used to train another student for second quarter and second semester. At the culmination of the activity, students are asked to select another project.

EVALUATION:
Student ability to select another project, stating basis of interest.

CAREER EDUCATION OBJECTIVE:
3.3 Describes the personal growth and rewards of work and/or leisure.

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INSTRUCTIONAL OBJECTIVE:
Recognizes the satisfaction experienced by an amateur magician.

ACTIVITY:
A local amateur magician visits classroom preceding a magic show to interact with children, especially concerning his early interest in magic and personal satisfaction gained from it. The practice for developing competency is also discussed. This man accepts no gratuities; his reward is children's happiness.

EVALUATION:
Student recognition of the types of satisfaction: satisfaction from pleasing others, satisfaction from mastering a skill, and satisfaction from interesting work.

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CAREER EDUCATION OBJECTIVE:
3.3.1 Recognizes that personal satisfaction may come from work.

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INSTRUCTIONAL OBJECTIVE:
Gains satisfaction from learning Spanish phrases.

ACTIVITY:
Students learn some common words and phrases of the Spanish language. They study the spelling, pronunciation, and meaning of the words and phrases and use them in class. The Spanish teacher can be solicited to assist with the activity. At the culmination of the activity, hold a class discussion of the project. Was learning the language difficult? Did the students have to work? Was it fun? Did the students gain satisfaction from learning Spanish phrases?

RESOURCE MATERIALS:
"Spani, Portuga, and France." Exploring the Old World. Chicago: Follett, 1965. Unit Nine.

EVALUATION:
Student expression of satisfaction during the discussion.

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CAREER EDUCATION OBJECTIVE:
3.3 continued.

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CAREER EDUCATION OBJECTIVE:
3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well being.

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INSTRUCTIONAL OBJECTIVE:
Distinguishes between leisure and work and their influence on our lives.

ACTIVITY:
Have each student describe, either verbally or in writing, those activities that they particularly enjoy doing and those jobs that they do that they may not enjoy doing. Using the class meeting technique, have students analyze why students enjoyed or disliked the activities and jobs each described. Have each group decide why each were important to the individual(s) reporting. Share these conclusions with the class.

EVALUATION:
Participation in group activities and reports given by each group leader.

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CAREER EDUCATION OBJECTIVE:
3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and/or leisure.

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INSTRUCTIONAL OBJECTIVE:
Identifies how others use their personal capabilities in their work and/or leisure.

ACTIVITY:
Have a high school football player, local carpenter, teacher, and machinist speak to the class. Have each speaker discuss activities they engage in in their work roles and leisure time activities stressing how they apply their talents in carrying out these work roles and leisure time activities. Have students identify what personal capabilities were being used by each speaker and their importance to the lives of each speaker. Have several students in the class describe how they use their special talents in their work and leisure activities and the satisfactions they gain when using them.

EVALUATION:
Student lists of personal satisfactions gained by the speakers in their work and leisure time activities.

CAREER EDUCATION OBJECTIVE:
3.3 Continued.

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CAREER EDUCATION OBJECTIVE:
3.3.4 Expresses the personal value that is received from creative work and/or leisure.

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INSTRUCTIONAL OBJECTIVE:
Recognizes the personal value received from writing a story and sharing it with others.

ACTIVITY:
Students compose and illustrate stories for primary children. They then read the stories to the children. The stories are duplicated and distributed to the children. Class discussion of the students' feelings as they created the stories and as they shared the stories with the children in the primary grades.

RESOURCE MATERIALS:
Progress in English. River Forest, Illinois: Laidlaw Brothers, 1972. pp. 194-203.

EVALUATION:
Student expression of value gained from the activity.

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CAREER EDUCATION OBJECTIVE:
3.3.5 Acknowledges that social recognition may be related to work.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that honest work is socially respectable.

ACTIVITY:
Have a car mechanic and customer visit the class. Have the mechanic describe what the customers expect of him when they bring their cars to him for repair. Have the customer share with the class what happens when he feels the work that was done on his care was done poorly and how he feels about the mechanic when he has done a good job repairing his car. Have the mechanic continue by relating to the class what would happen to his business if he had the reputation of doing poor quality work. Have students list those qualities of good work and relate how they affect community attitude toward the worker.

EVALUATION:
The completeness of the lists and the discussions of how these qualities affect community attitudes.

CAREER EDUCATION OBJECTIVE:
3.3 continued.

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CAREER EDUCATION OBJECTIVE:
3.3.6 Recognizes that personal satisfaction results from work that is interesting to the individual.

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INSTRUCTIONAL OBJECTIVE:
Identifies those aspects of various work roles that are satisfying to the person employed in that job.

ACTIVITY:
Have students select several workers in the community. As a class, develop an interview schedule that will seek information on both the personally satisfying and dissatisfying aspects of the work roles of the people selected for interviewing. Divide the class into groups of three and have them interview each of the workers selected. Give each group of students a tape recorder and have them record their interviews with the worker. Play back the interviews in class and have class list those factors that make work personally satisfying to each of the workers interviewed.

EVALUATION:
Teacher observation of student participation in conducting interviews and their ability to identify factors that make work satisfying to the worker.

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CAREER EDUCATION OBJECTIVE:
3.3.7 Recognizes that monetary rewards may come from work.

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INSTRUCTIONAL OBJECTIVE:
Realizes that work done in leisure may have monetary value.

ACTIVITY:
Invite an artist to visit the class. Have him discuss the work of an artist and his personal goals as an artist and why he enjoys drawing and painting. Have him share his work with the class by demonstrating how he prepares a canvas for painting and begins painting a picture. Display some of his paintings before the class with the price tag for each painting. Have the artist tell the class how he arrived at the price placed on each painting and how he sells them. After the artist leaves, have each class member describe in writing how the artist uses this work to satisfy leisure time activity and economic needs. Have students layout a picture and paint it.

EVALUATION:
Teacher evaluation of articles written by students.

CAREER EDUCATION OBJECTIVE:
3.4 Relates life styles to work roles.

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INSTRUCTIONAL OBJECTIVE:
Recognizes the life style associated with a career in the circus.

ACTIVITY:
After reading the story, "Barnum's First Circus," the class will plan and present a circus. First make a list of circus acts and let the children choose what act they want to perform--limit acts so everyone is not a clown, etc. Making of costumes can be determined by the group. After presenting the circus, have a discussion on what life would be like if you were a circus entertainer. Would your life style be different than it is now?

RESOURCE MATERIALS:
Benet, Laura. "Barnum's First Circus." In All Sorts of Things, 360 Reading Series, Book 10. Boston: Ginn and Company, 1969.

EVALUATION:
Student ability to state the type of life style of a person associated with the circus.

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CAREER EDUCATION OBJECTIVE:
3.4.1 Describes a life style.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that life styles vary among people.

ACTIVITY:
Select a doctor, lawyer, construction worker, teacher, farmer and telephone company lineman from the community. Divide class into six groups and assign a group to each worker. Have each group interview the worker assigned to them seeking out such information as: size of family, leisure time interests, hobbies, personal goals, job activities, pictures of their homes, etc. Based on the information that each group of students have collected on the worker assigned to them, set up a display in the slassroom on each worker. Have each student group describe before the class the life style of the worker they interviewed.

EVALUATION:
Teacher evaluations of displays and oral committee reports given by each student group.

CAREER EDUCATION OBJECTIVE:
3.4 continued.

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CAREER EDUCATION OBJECTIVE:
3.4.2 Realizes that monetary rewards affect life styles.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that various work roles provide different monetary rewards for the worker.

ACTIVITY:
Have students select one occupation from each of the fifteen occupational clusters. Assign students to each occupation selected for study. Have students visit local employment agency seeking information on the average salary paid each worker in the community. Develop a bulletin board in the classroom showing the average salaries paid each worker.

EVALUATION:
Teacher evaluation of student participation in the activity.

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CAREER EDUCATION OBJECTIVE:
3.4.3 Realizes that work hours affect life styles.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that the working hours of a baker affects his/her life style.

ACTIVITY:
Class baking project - bread. Divide up duties among class members. Students take responsibility to fulfill duties. Some students may need to come early in order to have bread mixture ready for next group. Discussion: If they were bakers, how would these early hours change your life style? Would you like this change? Would you like to do it <u>every</u> day? What would be the advantages of going to work early in the morning?

EVALUATION:
Teacher evaluate answers to questions during class discussion for appreciation of life style requirements.

CAREER EDUCATION OBJECTIVE:
3.4 continued.

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CAREER EDUCATION OBJECTIVE:
3.4.4 Considers that personal needs affect life styles.

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INSTRUCTIONAL OBJECTIVE:
Identifies and describes how personal feelings and attitudes affect life style choices.

ACTIVITY:
Invite a farmer, bookkeeper and salesmanager to talk to the class about why they chose to become employed in their occupations. Have students list those personal factors identified by each worker as to what caused them to select that occupation. After lists are completed by students, discuss them in class and identify those factors that are common to all lists and those that are different. Have each student develop a list of factors that he/she feels he/she could use in selecting an occupation and subsequent life style.

EVALUATION:
Completeness of lists of worker factors and the list of personal factors developed by each student.

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CAREER EDUCATION OBJECTIVE:
3.4.5 Recognizes that occupations and their resulting life styles may affect the physical and mental health of the worker.

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INSTRUCTIONAL OBJECTIVE:
Recognizes that working conditions may affect one's physical and mental health.

ACTIVITY:
Each student will gather information concerning the working conditions of an occupation. Information may be secured from interviews, news items in magazines and newspapers and other references. Students might want to emphasize information concerning job safety, noise levels, or work pressures. Tapes of the noise level of workers on the job or interviews with worker's feelings about the effect of working conditions on their health might be helpful. As an insurance man how working particular occupations may affect elegibility for insurance. Students share the information with the class. Class discussion of the influence occupation may have upon health.

EVALUATION:
Teacher evaluation of reports and the class discussion for comprehension of the concept of occupational influence on health.